

Milligan University Counselor Program Evaluation

YEAR IN REVIEW: 2022-2023

COMPLETED:

PREPARED BY COUNSELOR EDUCATION PROGRAM FACULTY

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COUNSELOR EDUCATION PROGRAM OVERVIEW

The Clinical Mental Health Counselor Education Program (CEP) is a two-year, 60 credit hour curriculum that prepares graduates to pursue licensure as a Licensed Professional Counselor (LPC). The curriculum consists of 45 credit hours of required coursework in human behavior and development, evidence-based practice, effective counseling strategies, ethical practice, and other core knowledge areas; 9 credit hours of clinical experience (practicum and internships); and 6 elective hours from selected topics. Because Milligan is a Christian Liberal Arts University, part of the required coursework includes an ongoing discussion and examination of the theoretical and practical aspects of the integration of faith and learning.

PROGRAM EVALUATION OVERVIEW

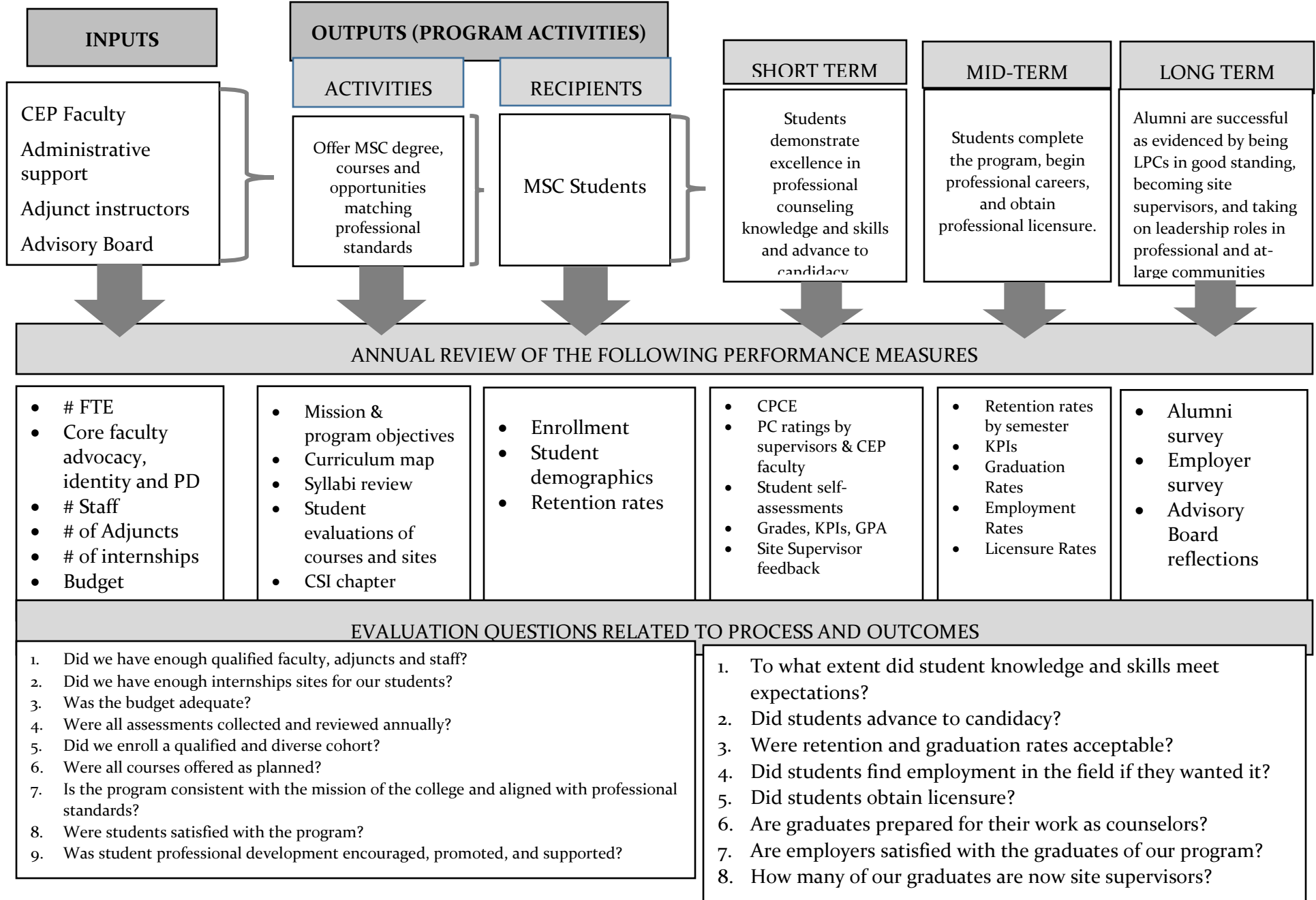
The annual program evaluation is the culmination of regular and systematic review of program objectives and performance measures involving all relevant stakeholders, including current faculty, staff, adjunct instructors, students, site supervisors, employers, and an Advisory Board. The evaluation process is guided by a Logic Model, which outlines the resources, activities, and outcomes as well as the multiple performance measures used to evaluate the Milligan University Counselor Education Program. The results of the 2019-2020 evaluation questions are provided in this report.

Abbreviations used in Program Evaluation defined:

AC	Addictions Counseling
CEP	Counselor Education Program
CPCE	Counselor Preparation Comprehensive Examination
CMHC	Clinical Mental Health Counseling
FTE	Full-time Equivalency
KPI	Key Performance Indicators
MSC	Master of Science in Counseling
PC	Professional Competencies
PIE	Practicum and Internship Experiences Coordinator
SC	School Counseling

OUTCOMES (PROGRAM OBJECTIVES)

Figure 1. Logic Model



EVALUATION TIMELINE

Table 1. Evaluation Timeline

Process Evaluation		
Assessment Measure	Party Responsible for Collection of Data	Schedule
# of FTE, staff, and adjuncts	MSC Director- Dr. Sapp	September each year
Core faculty advocacy, identity and professional development activities	MSC Director- Dr. Sapp	September each year
# of supervised internship sites	Practicum & Internship Experiences (PIE) Coordinator- Dr. Hymes & SC Field Coordinator- Dr. Weems	End of each semester
Funding sources (budget)	MSC Director- Dr. Sapp	June each year (Fiscal year June 1-May 31)
Review of Mission, Goals, and Objectives	MSC Director- Dr. Sapp	January each year
Curriculum map and syllabus review	MSC Director- Dr. Sapp	Every 2 years- January, odd years
Student evaluations of courses and sites	PIE coordinator- Dr. Hymes & SC Field Coordinator- Dr. Weems	End of each semester & field experience
Membership Chi Sigma Iota International Honor Society for Counselors	Local Chapter, Chi Mu Chi, Faculty Advisor- Dr. Hymes	August each year
Student enrollment and demographics	MSC Director- Dr. Sapp	September each year
Outcome Evaluation		
Assessment Measure	Responsible Party	Schedule
CPCE results	Dr. Hymes	June each year
Professional competencies as rated by faculty	MSC Director- Dr. Sapp	End of each semester

Professional competencies as rated by supervisors	PIE Coordinator- Dr. Hymes	End of each semester
Growth Edges as rated by students	PIE Coordinator- Dr. Hymes	End of each semester
Site Supervisor Program-level Feedback	PIE Coordinator- Dr. Hymes	End of student experience
Retention & graduation rates	MSC Director- Dr. Sapp	August each year
Grades, KPIs and GPA	MSC Director- Dr. Sapp	End of each semester
Advisory Board recommendations & reflections	MSC Director- Dr. Sapp	February each year
NCE and/or Praxis passing rates	MSC Director- Dr. Sapp	April each year (NCE) and August each year (Praxis)
Licensure rates	Administrative Assistant or Graduate Assistant	May and August each year
Employment rates	MSC Director- Dr. Sapp	September each year
Alumni Survey	Administrative Assistant or Graduate Assistant	October each year (1 st -, 3 rd -, 5 th -, & 10 th -year post graduates surveyed)
Employer Survey	Administrative Assistant or Graduate Assistant	February, odd years (Every 2 years)

EVALUATION OF PROGRAM INPUTS

Evaluation of program inputs was guided by the following questions:

1. Did we have enough qualified faculty and adjuncts?
2. Did we have enough internships sites for our students?
3. Was the budget adequate?

RESULTS

Faculty, Adjunct Faculty and Staff

Core faculty in the Counselor Education Program (CEP) included Dr. Christine Browning, Dr. Aaron Hymes, Dr. Rebecca Sapp, and Dr. Shauna Nefos Webb. In addition, Dr. Lori Mills, Dr. John Paul Abner, and Dr. Joy Drinnon, full-time faculty from the related area of psychology, as well as Dr. Jack Holland, full-time faculty from the Master of Divinity program, and Dr. Colleen Weems (CMHC and SC) from the Education Department, are also teaching as non-core faculty. Furthermore, the program used three adjunct instructors to cover core courses during this year in review. One adjunct, Mr. David Sapp (CMHC), has been serving in this capacity since Fall, 2015. Two adjunct instructors filled in while Dr. Nefos Webb was on sabbatical: Dr. Daniel “Robbie” Latham (COUN 510), and Mr. Aaron Free (COUN 540). In addition to faculty positions, the MSC program also had two graduate assistants for this academic year, one 2nd-year student and one 1st-year student. Both students did a fantastic job and provided the needed administrative support for the program as well as the on-campus counseling center.

The number of faculty was sufficient to meet the teaching and advising needs of the program. One of the goals is for the student: faculty ratio to stay below 12:1. The following were the calculated Full-time Equivalent (FTE) students enrolled: Fall (2022)- 29.83; Spring (2023)- 28.38, and Summer (2023)- 22.77; with an average of 26.99. The FTE for faculty was 5.64, resulting in a student: faculty ratio of 4.79:1. (See COUN Students enrolled and COUN courses taught in **Appendix A** as supporting documentation.) Therefore, we can say with confidence we had sufficient faculty to support accreditation standards and needs of the program.

To keep abreast of the current counseling profession’s best practices in today’s multicultural and pluralistic society, the Milligan University administration supports financially and with time attendance at professional conferences and other learning venues. In 2022-2023 the core Counseling faculty were able to attend and/or participate in the following:

Dr. Christine Browning:

- Professional presentations included being a facilitator for The Allender Center for the Level 1 Narrative Focused Trauma Care on multiple occasions and the Story Workshop.
- Publications included Browning, C. (2023, August 10). What is Required with Goodbye? Red Tent Living, Seized by Hope Ministries, retrieved from www.redtentliving.com

Dr. Aaron Hymes:

- Attended CE sessions: Managing your vicarious liability as a counselor educator or supervisor, Helping supervisees address value conflicts with the HARNESS model, Psychedelic-assisted therapy for chemical and behavioral addictions: implications for counselors and researchers, Transformative instruction for online and hybrid learners, Lesson learned: best practices in addiction counselor education, Behavioral couples therapy for substance use disorders, Five critical shifts in clinical mental health counseling in the 21st century, Lunch and Learn(AMHCA), Radically prepared! Training future clinical mental health counselors in evidence-based practices, Think twice: recognizing and avoiding ethical traps, When clients face ethical dilemmas: What therapists can offer, Lunch and Learn (AMHCA), Crisis intervention during unprecedented times: Best practices and solutions, Refocusing the scope of clinical practice for ethical addictions counseling and supervision: Implications for social justice and addiction
- Professional activities and memberships include International Association of Addiction and Offender Counseling (IAAOC), Addiction & Ethics Committee, TDMHSAS Regional Planning and Policy Council, Region 1 Planning Committee, Vice-Chair, OneCare of Southwestern Virginia, Inc., Board Member, Ad-hoc Editorial Board Member, Journal of Addiction and Offender Counseling

Dr. Shauna Nefos Webb:

- Attended CE sessions on suicide prevention and intervention, cultural competencies, as well as one from CSJ about cross cultural supervision/mentorship, and an ASERVIC session on healing and mindfulness.
- Professional activities included SACES Awards reviewer, ACES Teaching committee, Counselor Education and Supervision Taskforce with CSJ (Counselors for Social Justice), Article reviewer for Rural Education, Article review for College Student Affair Journal, and Milligan University's CSI co-advisor
- Professional memberships include ACA, ACES, SACES, TCA, ASERVIC, AMCD, CSJ, SAIGE, ACC, and NCDA.

Dr. Rebecca Sapp:

- Attended CE sessions at SACES in Baltimore, MD, including ethics and supervision workshops. In addition, attended online compassionate forgiveness workshop provided by ASERVIC.
- Professional memberships include ACA, ACES, SACES, TCA, ASERVIC, and IAMFC.

Internship Sites, Supervision, and Advisory Board

In the 2022-2023 academic year (August 1-July 31), we placed 11 CMHC and 4 SC Practicum students as well as 22 CMHC and 3 SC Internship students at 26 sites (10 are addictions treatment providers, 11 schools, and 5 CMHC) and 22 different site supervisors in addition to the on-campus Counseling Center. Four of the SC interns were job-embedded. Supervisor training is accomplished through a combination of training provided to during our annual site supervisor dinner and through individual meetings with site supervisors and students throughout the clinical experience. Additional supervision and training is provided through the TEAM model in alignment with TDOE, as well as with ASCA's supervision recommendations. All site supervisors

are credentialed through receipt and review of their current resume/curriculum vitae prior to any placement being finalized checking for licensure as a mental health provider as well as experience supervising students or employees. For SC interns, site supervisors (mentors) are credentialed in alignment with TDOE as being licensed three years and having appropriate TEAM scoring. Job-embedded mentors are assigned based on these credentials through hiring districts' HR departments.

Our MSC Advisory Board met once during the year in review in February 20, 2023, via Zoom. Our Board continues to provide helpful suggestions for site placements, continuing education opportunities, ways to meet our program evaluation goals, and other input. At this meeting, we provided an update on the Addictions Counseling concentration, as well as an update regarding practicum and internship placements for all concentrations. Dr. Sapp informed the Advisory Board that she would not be changing roles and departments after all; she resumed the role of Program Director. Dr. Sapp also announced the MSC Program would be hosting the first annual CREATE conference (Counseling Research, Employment, Advocacy, Training, and Education) to be held the second week of classes, August 29, 2023. Second-year MSC students would present posters on their research reviews conducted in summer Research Methods course (taught by Dr. Drinnon). In addition, employers and possible internship sites would be present with tables for recruitment. Dr. Christine Browning will be presenting a session on trauma through the lifespan for CE credit. The CREATE conference is open to all area professionals as well as graduate and undergraduate students. In the future, we hope to expand this conference and invite other area schools with Counseling departments.

All agreed that the MSC Advisory Board would convene once each academic year to provide input into current professional practices, changes in the field, and other suggestions as they are able. The next meeting will occur in February, 2024. The meetings will continue to be held via Zoom to allow for those alumni and professionals not located near Milligan University to still participate fully.

Budget and Resources

The budget was sufficient to cover salaries, both full-time and adjunct pay, and two half-time student counseling assistants. In addition, the budget met faculty professional development opportunities as well as student learning needs (adequate space and technology). This past academic year, the budget was also sufficient to cover the extra costs associated with hiring instructors to cover a core faculty member's courses, Dr. Shauna Nefos Webb's, while she was on sabbatical. This is a great benefit for our faculty, allowing them a chance to rest, study, and plan for their courses.

An important part of the MSC budget is the campus Counseling Center, where all practicum and some internship students develop their skills; the budget allowed for necessary equipment and supplies. Dr. Browning assumed the role of campus Counseling Center Director when she returned from sabbatical January, 2022; she receives two course releases to staff and supervise interns at the campus Counseling Center 20 hours per week. Dr. Aaron Hymes volunteered to supervise students one afternoon (4 hours) per week; in addition, Dr. Colleen Weems (Fall) and

Dr. Nefos Webb (Spring) also provided 4 hours of supervision per week one semester each. Dr. Rebecca Sapp filled in on occasions. Only Dr. Browning received compensation for her supervisory role; other faculty volunteer their time in this way.

EVALUATION OF PROGRAM OUTPUTS (ACTIVITIES)

Evaluation of program outputs was guided by the following questions:

1. Were all assessments collected and reviewed annually?
2. Did we enroll a qualified and diverse cohort?
3. Were all courses offered as planned?
4. Is the program consistent with the mission of the University and aligned with professional standards?
5. Were students satisfied with the program?
6. Was student professional development encouraged, promoted, and supported?

RESULTS

Assessment and Evaluation Process

Alumni Survey

In November, we emailed a Qualtrics link to alumni (N=30), 1-, 3-, and 5-years post-graduation (Cohorts graduating 2021, 2019, and 2017). A total of 4 alumni responded, resulting in an overall response rate of 13.3%, our lowest to date. We have not taken action to increase the response rate. The budget did not allow for a monetary or prize incentive currently, either. We will continue to brainstorm and try new ways to solicit alumni participation in our assessment.

All 4 respondents reported taking and passing the NCE; 1 has also taken the MHSP and Jurisprudence exams and passed. Few comments were made. Two alumni took the time to provide a couple specific comments. "I felt underprepared to work with children. I also felt underprepared to work with individuals on the spectrum." And, "More intentional opportunities for the 1st and 2nd years to get to know each other." We are addressing the first in our curriculum and discussion in internship courses. The second comment to provide more intentional times for interaction between the cohorts has been addressed. We have asked the 2nd-year students to come to orientation for the 1st-year students and have implemented a "Welcome back from winter break" dinner at the start of the Spring semester. At this dinner, we mix 1st-year and 2nd-year students at tables and direct them to discuss Practicum and Internship experiences (2nd-year students telling their stories, placements, and what-to-avoid advice); after discussion time, faculty provide some instructions regarding requirements in general for Practicum and Internship experiences. We anticipate this will improve the overall Field experiences as well as provide support to the 1st-year students, thus raising overall satisfaction with the Program.

Employer Survey

We neglected to send out the employer survey in 2023 as planned. We will review this survey, the intended recipients, what we want to know, and how frequently to distribute a survey of this type. Currently, we were identifying the employer of each of our graduates each time; perhaps we can do this differently by identifying local employers of counselors in general and adding the known employers out of state. In addition, we may consider asking how Milligan-graduate employees

compare to other counselors they have hired. We commit to reviewing this process before the next Program evaluation is due.

Enrollment and Diversity

MSC Program Student Demographics 2012-2022

COHORT YEAR of ENTRY	TOTAL ADMITTED	MALE	FEMALE	RACE	STATE/COUNTRY OF ORIGIN
2012	9	3	6	9 W	Tennessee/USA
2013	19	3	16	16 W, 1 AA, 1 Bi, 1 H	Kentucky, North Carolina, Tennessee, Virginia/USA; The Netherlands
2014	10	1	9	10 W	Tennessee/USA
2015	10	1	9	8 W, 1 AA, 1 B	Florida, Michigan, North Carolina, Tennessee/USA; Africa
2016	12	3	9	10 W, 1 AA, 1 Bi	Colorado, North Carolina, Tennessee/USA
2017	12	5	7	10 W, 2 AA	Tennessee; Illinois
2018	13	3	10	12 W, 1 AA	Tennessee, Michigan, NC/USA
2019	13 (8 cmhc) (5 sc)	2	11	12- W,1 AA	Tennessee, Indiana/USA
2020	19	7	12	18 W, 1 Bi	Tennessee/USA- Chile
2021	16 (10 cmhc; 5 ac; 1 sc)	3	13	15 W, 1 Hispanic	Tennessee, Virginia, Ohio, Arkansas/USA
2022	17 (8 cmhc, 4 ac, 5 sc)	8	9	14 W, 2 AA, 1 Hispanic	Tennessee, South Carolina, Columbia

W = White, non-Hispanic; AA = African American; B = Black; Bi = Biracial; H = Hispanic

Our diversity numbers continue to reflect the numbers in our area, but we desire to see more racial and cultural diversity in our students. We will continue to openly recruit students more from our campus diversity office, the local ethnically diverse community groups and organizations, and undergraduate colleges with more diversity. In addition, we recognize the need to do our own work as a Program to be open and welcoming for our students. We discuss the topic of diversity with our current students, alumni, and advisory board members asking for their input. One member suggested we find a way to offer scholarships to underrepresented populations; we have passed this suggestion along to our University Academic Dean. We will continue our efforts in diversifying racially and ethnically.

Course Offerings

A table listing all the courses offered in the 2022-2023 calendar year is located in Appendix A. All courses were offered as planned. The total number of hours offered was 104.5; 18 is considered a full load for graduate-level faculty. Therefore, we had 5.81 FTE (Faculty); core faculty offered 66/104.5 of the total course hours (63.2%). This includes all our MSC courses (CMHC, AC, & SC).

Non-core faculty offered 38.5/104.5 of the total course hours (36.8%). This includes all our MSC courses (CMHC, AC, & SC). Core faculty teach more than 50% of the MSC courses offered. One of the core faculty, Dr. Nefos Webb was on sabbatical during the fall of this academic year in review, giving more than usual of the responsibility for core courses to adjunct faculty.

Mission and Professional Standards

The CEP faculty reviewed the program in relation to the mission of the college. We see the program still aligning well with the scholarship, faith, and community goals of Milligan College/University. Our next accreditation review will be in 2027. At that time, we will be required to meet the newly adopted 2024 standards. We will review these new standards and work to keep our standards high and in line with professional standards.

Student Satisfaction

After every semester course, students complete course evaluations in which they provide input regarding their satisfaction with course objectives, course content, the instructor's teaching, helpfulness, and use of technology. No substantive changes were necessary at this time.

In addition to course evaluations, students also complete an evaluation on their Practicum or Internship Experience and site supervisor. Students rated all their site supervisors positively, rating them competent and helpful. No students expressed concerns at their sites or about their site supervisors.

Student Professional Development

Milligan University obtained chapter membership in Chi Sigma Iota in February 2020. Membership in the International Honor Society upholds our CEP mission and supports the University's mission. Our local chapter, Chi Mu Chi inducted 9 new members on March 18, 2023, on Milligan's campus, bringing the total number of members, including current students in the MSC program at Milligan and alumni, to 51. Dr. Colleen Weems was the guest speaker. Business meetings were held each semester to discuss campus and community involvement. Chapter members volunteered in the community, held psychoeducational meetings with teachers about self-care and coping skills, and participated in a panel discussion on Milligan's campus to promote mental health on Milligan's campus. Additionally, the chapter hosted a Clothesline Project Table as part of Sexual Assault Awareness Month in April 2023. CSI alumni serve on the MSC program's advisory board.

EVALUATION OF PROGRAM OUTCOMES

Evaluation of program outcomes was guided by the following questions:

1. To what extent did student knowledge and skills meet expectations?
2. Did the student advance to candidacy?
3. Were retention and graduation rates acceptable?
4. Did students find employment in the field if they wanted it?
5. Did students obtain licensure?
6. Are graduates prepared for their work as counselors?
7. Are employers satisfied with the graduates or our program?
8. How many of our graduates are now site supervisors?

RESULTS

Student learning: Counselor Preparation Comprehensive Examination (CPCE) and course KPIs

Program faculty have decided to use the CPCE as one of the ways to assess that our CMHC (and AC track) students have the knowledge needed to be well-educated counselors. (The SC students take the Praxis exam to assess their knowledge preparation.) The Fall 2021 cohort took the exam at the end of May, 2023. The national mean for this exam was 83.2 and the standard deviation was 16.6, meaning the score needed to pass was 66.6.

Milligan's mean was 87.2 and the standard deviation was 12.4. With these overall results, we have evidence to support we are teaching relevant content and thus achieving our short-term goal in that our students are demonstrating competency in the professional knowledge overall. We also looked at the 8 core areas and how the students performed on those tests individually.

In the Student Handbook for this cohort, we wrote that students had to pass the CPCE; we set the pass rate at greater than or equal to one standard deviation below the overall mean. Eleven students took the exam, and all eleven passed according to our established criteria with the overall exam scores.

The exam consists of 18 questions on each of the 8 areas identified by CACREP as the professional standards. The 8 areas identified are:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

Our scores decreased in 6 of 8 areas along with the decrease in the national mean in 5 of 8 content areas. However, we did see increased scores in Assessment and Testing and Research and Program Evaluation. Looking at the individual subsections, 6 different students fell below expectations on either a KPI or a subsection of the CPCE. Focusing on the subsections of the CPCE we had students in 4 areas fall below the national means; these are areas 2, 3, 4, and 6 (Cultural Diversity, Human Growth & Development, Career Development, & Group). Examining the KPIs for each of these 8 core areas, we noticed two of the areas had students fall below the expected range for the course key performance indicator (Cultural Diversity- a different student, and Counseling and Helping Relationship Skills). Each of the instructors for these courses will re-examine their key performance indicator to determine if the KPI needs changed in some way. Noteworthy for this cohort is that two adjuncts taught both Counseling and Helping Relationships Skills as well as Cultural Diversity (due to a full-time faculty being on sabbatical), which might explain some of the differences in what was taught and how the assignment was scored.

Subsections	Fell Below KPI course expectation	Fell Below 1 StD of National mean on CPCE subsection (KPI)	Comments
C1: Professional Orientation & Ethical Practice	0/13	0/11	
C2: Social and Cultural Diversity	1/13	1/11	2 different students fell below, 1 on each Instructor to review for next offering
C3: Human Growth and Development	0/13	1/11	
C4: Career Development	0/13	2/11	
C5: Counseling and Helping Relationships	1/13	0/11	
C6: Group Counseling and Group Work	0/13	1/11	
C7: Assessment & Testing	0/13	0/11	
C8: Research and Program Evaluation	0/13	0/11	

Student Professional Competencies (PC) as Rated by Faculty and Site Supervisors

Faculty and site supervisors completed the Professional Competencies Rating Forms (PC) for each student. The final site supervisor PC is stored electronically. This year, all the students who completed practicum and internship received meets or exceeds expectations on their PCs. This is evidence to support our short-term goal of students advancing in counseling skills.

Student Self-Assessments

Students completed self-assessments at mid-terms and finals in each semester they are in Practicum or Internship. Students report on both their strengths and growth edges. All students' self-assessments showed increasing confidence in their counseling knowledge and skills. Students rate themselves in terms of feeling competent to counsel an 8 or 8.5; they report they "always have room to grow" and site lack of experience as a reason they do not feel more competent or confident. One area commonly mentioned as getting the least experience during internship is counseling families. We will continue to look for more opportunities for our students to practice and gain skills in counseling families. Several students noted they feel they need more practice using meaningful metaphors with clients, and some expressed the desire to have more information and exposure to counseling children. Overall, we are meeting the short-term goal identified, that of students feeling they are advancing in their skills and knowledge in the profession.

Student Grades and GPA

Another way we assess our short-term goal is through students' grades in individual courses and overall GPAs. For the year in review (2022-2023), all the students in both cohorts maintained the required GPA of 3.5 or above and passed all their courses to advance toward candidacy.

Site Supervisor Program-level feedback

All site supervisors spoke very highly of our master-level Practicum and Internship students, especially their case conceptualization, enthusiasm, and willingness to jump right in to help. We usually collect our data from site supervisors in person. This year we conducted final meetings both over Zoom and in person, depending on the preferences of the site supervisors. All feedback was positive regarding our program and students. Site supervisors voiced appreciation for the personal meetings Milligan Practicum and Internship instructors have with them. Site supervisors had no additional suggestions for CEP program-level improvements.

Retention and advancement to candidacy

We have an Excel document to help us better track and aggregate information about how students progress through the program. We have identified "Points of Progression", and CEP faculty review the student information (i.e., GPA, PC ratings, etc.) and mark the decision of whether the student is approved, provisional, or denied progression in the program. These points of progression are defined in the Student Handbook.

The Fall 2022 cohort began with 12 CMHC students (4 choosing the AC track) and 4 SC students. One CMHC student on the AC track withdrew for personal reasons after the Fall semester.

Fourteen of the 15 students are all on track to complete on time, July 31, 2024. The one not on track has chosen to complete the requirements for both CMHC and SC.

The Fall 2021 cohort saw 13 of the original 14 complete their degrees by July 31, 2023 (92.9% retention rate).

Employment and Licensure

This past year (calendar year 2022) we are aware of 16 alumnae who took the first exam toward licensure, the National Counselor Examination; 15 of those passed (94% pass rate). In addition, we are aware that 3 of our graduates have become licensed in the state of TN (calendar year 2022).

In addition to the CMHC successes, this past year, 2 of our current students passed the Praxis II exam (100% pass rate) required for School Counseling interns. We saw 2 students successfully complete the School Counseling program and become Licensed School Counselors.

We are pleased to report 100% job placement rate for those CMHC graduates and SC graduates seeking employment after completing the program at the end of the 2022-2023 academic year (11/11 CMHC; 2/2 SC).

Alumni Survey

(repeated from earlier section) In November, we emailed a Qualtrics link to alumni (N=30), 1-, 3-, and 5-years post-graduation (Cohorts graduating 2021, 2019, and 2017). A total of 4 alumni responded, resulting in an overall response rate of 13.3%, our lowest to date. We have not taken action to increase the response rate. The budget did not allow for a monetary or prize incentive currently, either. We will continue to brainstorm and try new ways to solicit alumni participation in our assessment.

All 4 respondents reported taking and passing the NCE; 1 has also taken the MHSP and Jurisprudence exams and passed. Few comments were made. Two alumni took the time to provide a couple specific comments. "I felt underprepared to work with children. I also felt underprepared to work with individuals on the spectrum." And, "More intentional opportunities for the 1st and 2nd years to get to know each other." We are addressing the first in our curriculum and discussion in internship courses. The second comment to provide more intentional times for interaction between the cohorts has been addressed. We have asked the 2nd-year students to come to orientation for the 1st-year students and have implemented a "Welcome back from winter break" dinner at the start of the Spring semester. At this dinner, we mix 1st-year and 2nd-year students at tables and direct them to discuss Practicum and Internship experiences (2nd-year students telling their stories, placements, and what-to-avoid advice); after discussion time, faculty provide some instructions regarding requirements in general for Practicum and Internship experiences. We anticipate this will improve the overall Field experiences as well as provide support to the 1st-year students, thus raising overall satisfaction with the Program.

Employer Survey and Advisory Board Recommendations

We did not send out employer surveys in 2023, every two years as planned. We are re-evaluating our survey, the purpose, questions, and manner in which we collect data due to the low response rate.

The advisory board met February 20, 2023. Ten board members were able to attend via Zoom. We added one new member to represent more of our community's work in the field of addictions. We will continue to seek new members as a couple members have retired from the counseling profession. We discussed the 1st annual CREATE conference coming August 29th that is a result of the advisory board's suggestions, along with the MSC faculty's, of how to show our students that research in our field is important. CREATE stands for Counseling Research, Employment, Advocacy, Training, and Education; we intend to invite undergraduate students as well as graduate students to attend. We will have an hour for our 2nd year graduate students to present their posters from their summer Research Methods course and at the same time have employers/internship sites to set up tables for recruitment. Our own Dr. Christine Browning will present the CE opportunity on trauma throughout the lifespan. Following the CE presentation, we will host the annual site supervisor thank-you-dinner with a training on becoming a site supervisor. We are very excited about this new annual conference. No new suggestions were made by the attendees.

The Advisory Board consensus was to meet once an academic year via Zoom to allow for members living away from Milligan's area to participate. This will give us the benefit of hearing what is happening in the mental health field in many states, not just in Tennessee. Our Advisory Board continues to be a valuable asset to our program. Our next meeting will be in February, 2024.

USE OF FINDINGS TO INFORM PROGRAM MODIFICATIONS

Programmatic Decisions Based on Key Assessments

This table highlights change points in programmatic or instructional design and identifies either the policy or the data sets associated with those decisions.

Date	Change in Program or Instructional Design	Policy or Data Set Associated with Change
Spring, 2023	Structured CMHC to have two tracks- general and addictions counseling. Both fall under the accredited CMHC program in new catalog.	Current students and prospective students; MSC Advisory Board considered and recommended keeping two tracks to CMHC. Academic Committee approved.
Nov., 2021	CEP faculty moved COUN 580- Foundations of Addiction from an elective to a required course and changed Christian Perspectives to an elective- changes to be implemented Fall, 2022	Alumni and MSC Advisory Board members all gave the recommendation to require this course; several states are requiring a course in addiction in order to be eligible for licensure
June, 2020	CSI chapter (Chi Mu Chi) established first inauguration ceremony June 6, 2020	Counseling faculty minutes; Advisory Board suggestion to aid CE offerings
May, 2020	Addictions Counseling faculty hired- Dr. Aaron Hymes, LPC, MAC	Community stakeholders; Administration; Research; Advisory Board
Sept, 2019/ Feb, 2020	COUN 545 to be a required course/ changed course name to reflect content of Trauma & Crisis Intervention	Counseling faculty meeting- Curriculum review conducted in 2019
Sept, 2019	COUN 644 dropped and integrated SC and CMHC into single assessment course- COUN 560	Counseling faculty meeting-Review of full-time CEP loads and courses offered
Aug, 2019	Launched new faculty search for Addictions Counseling specialist	Addresses adequate faculty needs
April, 2019	Proposals made and passed Academic Committee to begin Addictions Counseling subspecialty beginning Fall, 2019	Community stakeholders, Cabinet, and Counseling faculty researched need in our area; no CACREP- accredited master-level Addictions program within 2 hours of us; Opioid crisis in our area
Feb, 2019	COUN 691 and COUN 692 total 6 hours; dropped COUN 693 and 694 for SC and CMHC	Student feedback; CEP faculty meeting
Jan., 2019	Defined Key Performance Indicators using multiple measures over multiple times for each KPI	CACREP feedback; core CEP faculty reviewed; Counseling faculty meeting

Dec., 2018	Moved COUN 620 from Summer offering to Spring semester, allowing SC students to graduate in 5 semesters and be hired during the summers	Student feedback and Alumni surveys
Dec., 2018	Revised Logic Model	CACREP feedback; faculty review
July, 2018	Change in MSC Program Director- Dr. Sapp became new director	CACREP self-study response needed; personal reasons
Summer, 2018	Advisors make students aware Addiction Counseling course is required to be hired in VA. Faculty will be sure this elective course will not conflict with other required courses.	Site Supervisor program-level feedback
Summer, 2018	COUN 610- Group Dynamics and Group Counseling offered in 8-week session instead of 3- week session	Student feedback
Summer, 2018	COUN 620M- Career Counseling will be offered by core CEP faculty	Alumni feedback as well as Program Evaluation for % of courses taught by core faculty/other faculty
Jan., 2018	Systematic Program Evaluation put in place	Response to accreditation application
Jan, 2018	Revised Professional Competencies Rating Form- rubric, dispositions, skill levels	Site supervisor feedback; Advisory Board recommendations; student feedback
Jan, 2018	Revised Self-Assessment Ratings- narrative responses instead of scales	Faculty and Advisory Board recommendations
Jan., 2018	Established and convened first MSC Advisory Board comprised of current students, former students, and area counseling professionals	In response to self-study and reviewers' comments- need for input into CEP from current students, former students, and area counseling professionals
Feb., 2017	Dropped COUN 553- Theories of Personality from CMHC required courses and made it an elective course; Added COUN 510-Introduction to the Counseling Profession to the MSC/CMHC list of required courses; Changed course title of COUN 550 back to Legal and Ethical Issues	In response to the self-study, CEP faculty discussed need to add a separate course to address professional standards instead of covering too much in COUN 550
Jan., 2017	Revised interview process for pre-admission candidates	In response to retention rate review, decision was made by CEP

		faculty to adjust admission requirements and process to select better qualified students who would be successful in the program
May, 2016	Proposed to change course name, description, and SLOs of COUN 550 from Legal and Ethical Issues to Professional Orientation and Ethical Practice	As a way to better address Professional Standards
April, 2016	Proposed Course Substitutions including CMC 7070 for COUN 650; CMC 6030 for COUN 540; and CMC 6210 for COUN 625; Expanded Program Learning Outcomes from the original 4 to 11	Provide a greater range of options for students in the MSC program or students already holding a MDiv to transfer into the program; Modified Program Outcomes to address Professional Standards for CEP programs
Mar., 2016	Proposed new electives to offer MSC students more options- CMC 6010- Ministry to the Aging and Their Families; CMC 6020- Human Sexuality; CMC 6030- Counseling and Multiculturalism; CMC 6200- The Church and Family Formation; CMC 6210- The Church and Marriage and Family Therapy; CMC 7070 Suffering and Christian Care and Counseling	Response to student requests for more electives
Jan., 2016	New elective course proposed- COUN 660- Creative and Expressive Arts in Counseling	Response to student feedback requesting another elective and specifically one exploring “non-traditional” counseling techniques
Aug., 2015	Began self-study in order to apply for CACREP accreditation	In order for CEP to be more marketable and keep up with Professional Standards
Aug., 2015	Dr. Browning- Director of CEP; New hire: Shauna Nefos Webb/ CACREP Ph.D. Counseling & Student Personnel Services	Dr. Mills (Licensed Clinical Psychologist) returned to Director of Undergraduate Psychology program
July, 2015	Annual Campus Poster Presentation Conference for CEP graduate students launched	In response to need for more CEP student involvement in research-related and counseling profession-promoting activities
Aug., 2014	Updated CEP retention & remediation policy	In response to review of current policies in comparison to Professional Standards

Aug., 2014	On-campus Counseling Center began- used for Practicum and Internship Counseling training- Dr. Browning- Director	Student feedback; faculty recommendations- needed a way to observe student counseling skills and provide live supervision per Professional Standard; also service to campus community
April, 2014	Established role of Coordinator of Practicum and Internship Experiences (PIE) with job description; appointed Dr. Sapp as PIE Coordinator	Professional standard to have this position
Sept., 2013	Modified Practicum hours- decreased the required number of Practicum hours from 150 to 100	Professional standard requirement for Practicum hours is 100; to not overburden students with Practicum level hours, program decreased to allow students to move to Internship-level hours sooner
Aug., 2013	New hire: Dr. Browning /Ph.D. in CACREP Counselor Education and Supervision	Needed full-time CEP faculty to replace Dr. Schnyders, who took a faculty position in OH
Jan., 2013	Modified Internship hours- raised the required number of internship hours from 400 to 600.	Professional standard requirements- began working toward CACREP accreditation
Fall, 2012	Counselor Education Program launched- Dr. Lori Mills (Program Director); Dr. Rebecca Sapp (Practicum and Internship Experiences Coordinator); Dr. Christina Schnyders; original number of required practicum hours was 150 & internship hours was 400	Met State of TN minimum practicum & internship hours required (required was 500 total)
June, 2012	MSC Catalog description submitted to Academic Committee	Full-time faculty and prospective faculty recommendations after reviewing other Counselor Education Programs
Sept., 2011	MSC Course Descriptions and Course Learning Outcomes proposed to Academic Committee; SACS prospectus submitted	Full-time faculty and prospective faculty recommendations after reviewing other Counselor Education Programs

APPENDIX A

COUN Students Enrolled 2022-2023

Semester	Total # of Students enrolled	# of Full-time (students enrolled full-time= 9 credit hours)	# of Part-Time (Add total # hours for all PT students /divide by full-time status- 9 hours)= [FTE for PT]	FTE students	FTE faculty (see separate tables below) Just overall #
Fall (2022)	31	28	1.83	29.83	
Spring (2023)	29	28	.38	28.38	
Summer (2023)	27	13	9.77	22.77 Avg- 26.99	5.64 4.79:1 ratio

COUN Faculty Course loads 2022-2023

Fall 2022 (All, CMHC, AC, or SC specified)

Course Offered	Core Faculty (Hours)	Full-Time, Non-Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours)		
				IP	H	O
Fall- Required						
COUN 510 (CMHC)	Browning (3)			(3)		
COUN 520 (All)			Latham (3)	(3)		
COUN 540 (All)			Free (3)	(3)		
COUN 550M (All)	Hymes (3)					(3)
COUN 555 (SC)		Weems (3)		(3)		
COUN 582 (AC)	Hymes (3)			(3)		
COUN 600 (All)	R. Sapp (.5)			(.5)		
COUN 625	R. Sapp (3)			(2)	(1)	

(CMHC, AC)						
COUN 645 (SC)		Weems (3)		(1.5)	(1.5)	
COUN 691 (SC)		Weems (3)		(3)		
COUN 692 (CMHC)			D. Sapp (3)	(3)		
COUN 693 (AC)	Hymes (3)			(3)		
Fall- Elective						
COUN 535	Browning (3)			(3)		
COUN 553		Mills (3)		(3)		
COUN 630	R. Sapp (3)			(1.5)	(1.5)	
Total Credit Hours Offered = 42.5	21.5	12	9	35.5	4	3

J-Term 2023 (Elective only)

Course Offered	Core Faculty (Hours)	Full-Time, Non- Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours) IP H O		
COUN 650	Nefos Webb (3)			(1.5)	(1.5)	

Spring 2023 (All, CMHC, AC, or SC specified)

Course Offered	Core Faculty (Hours)	Full-Time, Non- Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours) IP H O		
Spring- Required						
COUN 530 (ALL)	Hymes (4)			(1.5)	(2.5)	
COUN 545 (ALL)	Browning (3)			(1.5)	(1.5)	
COUN 560 (ALL)	Browning (3)			(1.5)	(1.5)	
COUN 580 (AC)	Hymes (3)			(1.5)	(1.5)	
COUN 584M (AC)	Hymes (3)					(3)
COUN 600 (All)		Drinnon (.5)		(.5)		

COUN 620 (All)	Nefos Webb (3)			(3)		
COUN 690 (All)	Hymes (3)	Weems (3)	D. Sapp (3)	(9)		
COUN 691 (SC)		Weems (3)		(3)		
COUN 692 (CMHC)	R. Sapp (3)			(3)		
COUN 693 (AC)	Hymes (3)			(3)		
Spring- Electives						
Total Credit Hours Offered = 40.5	31 (Includes J-term)	6.5	3	29	8.5	3

Summer 2023 (Includes May term)

Course Offered	Core Faculty (Hours)	Full-Time, Non-Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours)		
				IP	H	O
Summer- Required						
COUN 500M	Nefos Webb (3)					(3)
COUN 600		Abner (.5)		(.5)		
COUN 610 May term	Browning (3)			(1.5)	(1.5)	
COUN 648		Abner (3)		(1.5)	(1.5)	
COUN 680		Drinnon (3)		(3)		
COUN 692	R. Sapp (3)			(3)		
COUN 693	R. Sapp (3)			(3)		
Summer- Elective						
COUN 670	Browning (1.5)	Holland (1.5)		(1.5)	(1.5)	
Total Credit Hours Offered = 21.5	13.5	8		14.0	4.5	3.0

104.5 total hours offered/18 (18 is full load for faculty) = 5.81 FTE (Faculty); core faculty offered 66/104.5 of the total course hours (63.2%). This includes all our MSC courses (CMHC, AC, & SC).

Non-core faculty offered 38.5/104.5 of the total course hours (36.8%). This includes all our MSC courses (CMHC, AC, & SC). Core faculty teach more than 50% of the MSC courses offered.

78.5/104.5 hours (75%) are full-time in person.

17/104.5 hours offered are hybrid (16%)

6/104.5 hours are online (6%)

Dr. Nefos Webb was on sabbatical Fall, 2022; this core faculty sabbatical affected the total number of course hours taught by core faculty.

Dr. Weems was hired full-time in the EDUC department; this enabled SC courses to be taught by full-time, non-core faculty.

Dr. Hymes began teaching COUN 530, a 4-hour course, moving this time from non-core to core faculty.

We added COUN 630 as an elective Fall, 2023.

We did not offer COUN 527, Physiological Psychology, Spring, 2023. This course has been replaced by a course offered for those following the Addictions Counseling concentration- COUN 584M.

COUN 580 was officially a required course Fall, 2022.

We moved COUN 670 from required to an elective- Summer, 2023.

APPENDIX B

Cohort Year	Admitted into CEP/CMHC or SC	Withdrew Personal Reasons	Remediation	Failed Out of Program	Dropped to Part-time	Withdrew or Dismissed from Program for PC or Academic Integrity	Re-Entered Program	Completed
2012-2014	9							9 (100%)
2013-2015	19	4*		1 (did not pass COUN 520 twice) (appealed; denied)	1 (completed Dec., 2016)		2 add on SC; *1 re-entered (completed Dec., 2017)	15 (79%)
2014-2016	10	2						8 (80%)
2015-2017	10	1*	1 (PC; took Spring, 2017 off; completed, Dec., 2017)			1 (Practicum-remediation; internship PC-withdrew before dismissed-Fall, 2017)	*1 re-entered Fall, 2018	9 (90%)

Cohort Year	Admitted into CEP/CMHC, AC, or SC	Withdrew Personal Reasons	Remediation	Failed Out of Program	Dropped to Part-time	Withdrew or Dismissed from Program for PC or Academic Integrity	Re-Entered Program	Completed
2016-2018	12- CMHC		1 (retook COUN 510; progressing)			1		10 (1 still enrolled) (86% currently)
2017-2019	11- CMHC	1				3		
2018-2020	11- CMHC; 4- SC	1-cmhc- First week of class	1					10- cmhc (91%) 4- SC (100%)
2019-2021	7- CMHC; 1-AC; 5- SC	1- CMHC (1 st sem); 1-AC (after 3 rd sem); 2-SC (1 st sem)	1- SC					6- cmhc (86%) 0-AC (0%) 2-SC (40%) (overall- 62%)

Cohort Year	Admitted into CEP/CMHC, AC, or SC	Withdrew Personal Reasons	Remediation	Failed Out of Program	Dropped to Part-time	Withdrew or Dismissed from Program for PC or Academic Integrity	Re-Entered Program	Completed
2020-2022	11- CMHC 4- AC 4- SC	2-CMHC 1-SC					1-CMHC switched to SC and delayed graduation	8- CMHC 4- AC 3- SC
2021-2023	10- CMHC 2- AC 2- SC	1-AC						6- CMHC 5- AC 2- SC (92.9% retention)
2022-2024	12- CMHC (4 of those- AC) 5- SC students	1-CMHC 1-SC						

APPENDIX C

PROFESSIONAL STANDARDS WITH KEY PERFORMANCE INDICATORS (KPIS)

Key Performance Indicators (KPI) listed below identify how the counselor education faculty evaluate student mastery of the knowledge and skills associated with the eight core areas outlined above. Each KPI has multiple measures (at least 2) and is assessed at multiple points in time. The chart below shows the Standard, the KPI identified for that Standard, whether the KPI is knowledge-based or skills-based, the semester in which the measurement occurs, and the criteria set for demonstrating mastery. CPCE= Counselor Preparation Comprehensive Examination; K=Knowledge; S= Skills; StD= Standard Deviation

Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
Professional Counseling Orientation and Ethical Practice	Measure 1: COUN 510 Professional Identity Paper	K	1	Rec'd grade of 84-92: Student is able to articulate the 2020 definition of Counseling and describe the history and philosophy of the counseling profession, the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	Rec'd grade of 93 or above: Student provided more than the basics in articulating the 2020 definition of Counseling and describing the history and philosophy of the counseling profession, the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	Rec'd grade below 84: Student did not articulate well either the definition of Counseling, or the history and philosophy of the counseling profession, or the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling, or why the student chose this particular concentration. Remediation plan- Student will discuss deficits with instructor and rewrite the assignment to meet expectations.
	Measure 2: CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education-CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)- Remediation plan- Student will retake the Exam up to 2 more times to achieve "Meets Expectations"

Social and Cultural Diversity	Measure 1: COUN 540 Cultural Diversity in Counseling – Case conceptualization and treatment plan Research Paper	K	4	<p>Rec'd grade of 84-92:</p> <p>Student was able to draw on all the social and cultural diversity constructs examined in COUN 540, including the MSJCCs(*) to develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student included current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context. (*Multicultural Social Justice Counseling Competencies)</p>	<p>Rec'd grade of 93 or above:</p> <p>Student demonstrated advanced understanding and articulation of the social and cultural diversity constructs examined in COUN 540, including the MSJCCs to develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student included current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context.</p>	<p>Rec'd grade below 84:</p> <p>Student inaccurately applied or misunderstood key social and cultural diversity constructs and the MSJCCs examined in COUN 540 and/or did not appropriately develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student may have failed to include current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach did not match client needs, identities, and sociocultural context.</p> <p>Remediation plan- - Student will discuss deficits with instructor and rewrite the assignment to meet expectations.</p>
	Measure 2: CPCE	K	6	<p>Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education-CCE)</p>	<p>Exam score above 1 StD of Mean (using National Statistics provided by the CCE)</p>	<p>Below 1 StD of Mean (using National Statistics provided by the CCE)-</p> <p>Remediation plan- Student will retake the Exam up to 2</p>

						more times to achieve “Meets Expectations”
Human Growth and Development	Measure 1- COUN 500 Virtual Child or Virtual Life Project	K	3	Rec’d grade of 84-92: Student demonstrated competency in assessing physical, cognitive, emotional, and social developmental milestones detailing at least 3 times in the “life” where counseling services would have been beneficial for the child or adult; demonstrated ability to think of counseling from a broad scope and not just limited to “mental health” counseling and an understanding of different abilities calling for different strategies.	Rec’d grade of 93 or above: Student demonstrated advanced understanding, creativity, and articulation in assessing physical, cognitive, emotional, and social developmental milestones detailing at least 3 times in the “life” where counseling services would have been beneficial for the child or adult; demonstrated ability to think of counseling from a broad scope and not just limited to “mental health” counseling and an understanding of different abilities calling for different strategies.	Rec’d grade below 84: Student inaccurately applied or misunderstood key concepts in assessing physical, cognitive, emotional, and social developmental milestones, and/or failed to choose appropriate counseling services at various times in the “life” where counseling services would have been beneficial for the child or adult, and/or lacked clear demonstration of an ability to think of counseling from a broad scope. Remediation plan- - Student will discuss deficits with instructor and rewrite the assignment to meet expectations.
	Measure 2- CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)- Remediation plan- Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program

Career Development	<u>Measure 1:</u> COUN 620 Career Case study	K	5	<p>Rec'd grade of 84-92:</p> <p>Student clearly identified the issues facing the client, discussed a career counseling response considering pertinent information such as abilities both developmentally and physically as well as multicultural and diversity factors, included techniques and activities, proposed short and long-term goals, and applied a chosen career counseling theory appropriately.</p>	<p>Rec'd grade of 93 or above:</p> <p>Student demonstrated advanced knowledge and abilities required to identify the issues facing the client, discussed a career counseling response considering pertinent information such as abilities both developmentally and physically as well as multicultural and diversity factors, included techniques and activities, proposed short and long-term goals, and applied a chosen career counseling theory in a way similar to one with more than beginning experience.</p>	<p>Rec'd grade below 84:</p> <p>Student did not adequately do one of the following: correctly identify the issues facing the client, articulate a career counseling response that considered pertinent information such as abilities both developmentally and physically as well as multicultural and diversity factors, include techniques and activities, propose short and long-term goals, or apply a chosen career counseling theory appropriately.</p> <p>Remediation plan: Student will meet with instructor to discuss deficits and what is needed for assignment to meet expectations.</p>
	Measure 2: CPCE	K	6	<p>Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education-CCE)</p>	<p>Exam score above 1 StD of Mean (using National Statistics provided by the CCE)</p>	<p>Below 1 StD of Mean (using National Statistics provided by the CCE)</p> <p>Remediation plan- Student will retake the Exam up to 2 more times to achieve "Meets Expectations" before being dismissed from the program</p>

Counseling and Helping Relationships	(1) Measure 1: COUN 530 Case Conceptualization & Treatment Plan Assignment	K/S	2	Rec'd grade of 84-92: Student will be responsible for providing an accurate diagnosis using clinical language and scholarly article; in addition, student will need to identify appropriate evidenced based treatments for the diagnosis as well as a realistic prognosis based on case evidence.	Rec'd grade of 93 or above: Student showed advanced knowledge of diagnoses, articulated clinical language with advanced skills, identified advanced evidence based treatments consistent with an experienced clinician, or articulated skillfully a realistic prognosis based on case evidence.	Rec'd grade below 84: Student either provided an inaccurate diagnosis, did not use clinical language appropriately, did not include a scholarly article, did not identify an appropriate evidence based treatment, or provided an unrealistic prognosis based on the case evidence.
	Measure 2: COUN 540 Case Conceptualization & Treatment Plan Assignment	K/S	4	Rec'd grade of 84-92: Student was able to draw on all the social and cultural diversity constructs examined in COUN 540, including the MSJCCs to develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student included current research to justify a theoretical foundation, course of action, priority of presenting problems,	Rec'd grade of 93 or above: Student demonstrated advanced understanding and articulation of the social and cultural diversity constructs examined in COUN 540, including the MSJCCs to develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student included current research to justify a theoretical foundation,	Rec'd grade below 84: Student inaccurately applied or misunderstood key social and cultural diversity constructs and the MSJCCs examined in COUN 540 and/or did not appropriately develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student may have failed to include current research to justify a theoretical foundation,

				clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context	course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context.	course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach did not match client needs, identities, and sociocultural context. Remediation plan- - Student will discuss deficits with instructor and rewrite
	Measure 3: COUN 692 Case Conceptualization & Treatment Plans	K/S	5 or 6 (last internship semester)	Completed satisfactorily. Theory language/approach is consistent between Cc and Tx Plan; theory chosen has evidence to support being used for presenting problems identified	Completed with almost no flaws; theory and language was at a professional level, similar to those with a few years of experience; theory chosen has evidence to support being used for presenting problems identified	Completed unsatisfactorily. Cc and Tx plans either were incomplete, did not match in theory language/approach, or theory chosen was not appropriate for presenting problems identified Remediation plan- Student will meet with the instructor to discuss area(s) for improvement; student will rewrite the assignment to meet expectations

	Measure 4: CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)- Remediation plan- Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before dismissal
	(2) Measure 1: COUN 510 Professional Identity Paper	K	1	Rec'd grade of 84-92: Student is able to articulate the 2020 definition of Counseling and describe the history and philosophy of the counseling profession, the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	Rec'd grade of 93 or above: Student provided more than the basics in articulating the 2020 definition of Counseling and describing the history and philosophy of the counseling profession, the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	Rec'd grade below 84: Student did not articulate well either the definition of Counseling, or the history and philosophy of the counseling profession, or the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling, or why the student chose this particular concentration. Remediation plan- Student will discuss deficits with instructor and rewrite the assignment to meet expectations.
	Measure 2: COUN 625 My Most Likely Model	K	4	Rec'd grade of 84-92: Student showed evidence of having reflected on the various models learned,	Rec'd grade of 93 or above: Student showed advanced ability to reflect on the various models learned,	Rec'd grade below 84: Student lacked evidence to adequately 1) reflect on the various models

				consider his/her own characteristics and behaviors and how they would impact the counseling process with one model in particular; student then articulated the reasons for choosing that particular model as a personal favorite, what difficulties might be expected utilizing that model, and what questions the student needs answered to begin using this model in practice	consider his/her own characteristics and behaviors and how they would impact the counseling process with one model in particular; student then articulated very well the reasons for choosing that particular model as a personal favorite, what difficulties might be expected utilizing that model, and what questions the student needs answered to begin using this model in practice	learned, 2) consider his/her own characteristics and behaviors and how they would impact the counseling process with one model in particular, 3) articulate the reasons for choosing that particular model as a personal favorite, 4) what difficulties might be expected utilizing that model, and/or 5) what questions the student needs answered to begin using this model in practice. Remediation plan: Student will meet with the instructor to discuss the deficient areas and ways to make improvements in order to meet expectations.
	Measure 3: COUN 692 Professional Identity Statement	K	5 or 6 (last semester of internship)	Student rec'd grade of "Completed"- Student worded statement succinctly using professional language; included theory/theories most comfortable using, population(s) to be served,	Student rec'd grade of "Completed"- Student showed advanced abilities in language used in professional identity statement; included theory/theories most comfortable using,	Student rec'd grade of "Incomplete". Student was unclear about theory most comfortable using, goals for professional development or future practice, or awkwardly

				professional goals, and other relevant information to future professional practice.	population(s) to be served, professional goals, and other relevant information to future professional practice.	worded sentences in the statement. Remediation plan: Student will meet with instructor to discuss deficits and ways to make improvements. Assignment will be redone until statement meets expectations.
Group Counseling and Group Work	Measure 1: COUN 610 Group Dynamics and Group Processes – Theory presentation with group facilitation of theory-based group activity, and co-facilitation of group.	S	3	<p>Rec'd grade of 84-92 indicating:</p> <p>Student is required to introduce, facilitate, and debrief the group activity with class members serving as group members. Group facilitation includes theoretical principles applied appropriately to group process, the role of a group leader and demonstrations of ability to be that leader, examples of group interventions, multicultural considerations, and the benefits/liabilities of the theoretical approach.</p>	<p>Rec'd grade of 93 or above:</p> <p>Student demonstrated advanced knowledge and abilities required to introduce, facilitate, and debrief the group activity with class members serving as group members. Group facilitation included theoretical principles applied appropriately to group process, the role of a group leader and demonstrations of ability to be that leader, examples of group interventions, multicultural considerations, and the benefits/liabilities of the theoretical approach.</p>	<p>Rec'd grade below 84:</p> <p>Student lacked skills or knowledge to effectively introduce, facilitate, and debrief the group activity with class members serving as group members. Group facilitation did not include one or more of the following: theoretical principles applied appropriately to group process, the role of a group leader and demonstrations of ability to be that leader, examples of group interventions, multicultural considerations, and the benefits/liabilities of the theoretical approach.</p> <p>Remediation plan- - Student will discuss deficits with instructor and redo the assignment to meet expectations or retake the course to demonstrate</p>

						mastery of group facilitation skills.
	Measure 2- CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)- Remediation plan- Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
Assessment and Testing	Measure 1: COUN 560 Feedback from all 3 Videos showing Assessment and Evaluation Techniques	S	2	Rec'd grade of 84-92: Student chose at least two appropriate test instruments, depending on the presenting problem (problem ID) of the client. Video tapes showed student demonstrating appropriate clinical skills in interviewing, administration, and result sharing. In addition, student included a written assessment report with information from 1) initial interview, problem ID, goals, MMSE and Activities of Daily Living; 2) Observation during	Rec'd grade of 93 or above: Student showed advanced skills and writing abilities when choosing appropriate test instruments, administering tests, recording observations during testing, composing written report, and conveying the results to the client. Written report demonstrated advanced understanding and ability in one or more of the following areas: 1) initial interview, problem ID, goals, MMSE and Activities of Daily Living; 2)	Rec'd grade below 84: Student failed in one or more of the following areas: choosing at least two appropriate test instruments for the presenting problem, using appropriate counseling skills during the interview, assessment time, or communicating results of the assessments, and/or including written information using professional language in all the areas needed 1) initial interview, problem ID, goals, MMSE and Activities of Daily Living;

				administration of 2 assessments based on problem ID and clinical assessment results, and 3) summary Client information, assessment results and recommendations.	Observation during administration of 2 assessments based on problem ID and clinical assessment results, and 3) summary Client information, assessment results and recommendations.	2) Observation during administration of 2 assessments based on problem ID and clinical assessment results, and 3) summary Client information, assessment results and recommendations. Remediation plan: Student met with instructor to discuss deficit areas and ways to make improvements. Student will either redo assignment to show expectations are met or retake the course.
	Measure 2- CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)- Remediation plan- Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
Research and Program Evaluation	Measure 1: COUN 680 Systematic Review/Research Project	K	3	Rec'd grade of 83-92 indicating: Student developed a research question	Rec'd grade of 93 or above indicating: Student demonstrated knowledge and skills at an	Rec'd grade below 83 indicating: Student misunderstood or failed to do one or more of

				<p>pertaining to the efficacy of a particular counseling technique or related moderator variables (e.g., population characteristics, setting, and practitioner characteristics), found the most relevant literature using specific inclusion criteria and identified high quality sources, created a table summarizing major findings or themes from the literature, including applicable statistical results and effect sizes, adequately critiqued the research to inform counseling practice, and wrote a conclusion demonstrating the importance of research in advancing the counseling profession.</p>	<p>advanced level; developed a research question pertaining to the efficacy of a particular counseling technique or related moderator variables (e.g., population characteristics, setting, and practitioner characteristics), found the most relevant literature using specific inclusion criteria and identified high quality sources, created a table summarizing major findings or themes from the literature, including applicable statistical results and effect sizes, provided a thorough critique of the research to inform counseling practice, and wrote a conclusion demonstrating the importance of research in advancing the counseling profession.</p>	<p>the following: (1)develop a research question pertaining to the efficacy of a particular counseling technique or related moderator variables (e.g., population characteristics, setting, and practitioner characteristics), (2)find the most relevant literature using specific inclusion criteria and high quality sources, (3)create a table accurately summarizing major findings or themes from the literature, (4)include applicable statistical results and effect sizes,(5)include an original critique of the research to inform counseling practice, (6)write a conclusion demonstrating the importance of research in advancing the counseling profession.</p> <p>Remediation plan- - Student will discuss deficits with instructor and rewrite the assignment to meet expectations.</p>
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	Measure 2- CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)- Remediation plan- Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
Clinical Mental Health Specialty	Measure 1: Site Hours Logs documenting the necessary time spent learning and practicing skills	K/S	2-last semester of Internship	100 Hours Practicum; 600 Hours Internship. 40% or more of total hours for each Practicum and Internship are reported as direct service hours	n/a	Student was unable to attain 100 hours during Practicum or 600 hours of Internship or was unable to achieve 40% of those total hours as direct service hours Remediation plan: Student will meet with the Practicum and Internship Experiences Coordinator to discuss ways to meet the required Practicum or Internship hours or direct services hours.

	Measure 2: Professional Competencies Rating Forms (Professional Dispositions and Counseling Skills)	K/S	1, 4, & last semester of internship	Student received ratings of 3s and 4s with the majority being 3s; no 1s or 2s.	Student received ratings of 3s and 4s with more than half being 4s; no 1s or 2s.	Student received one or more areas rated as 2. Remediation plan: Student will meet with the MSC Program Director and/or the Practicum and Internship Experiences Coordinator to discuss areas where improvement is needed; collaboratively, a plan for improvement will be made. If student is unable to achieve ratings of 3 or better, the student will be dismissed from the Program.
	Measure 3: Student Self-Assessments	K/S	2, 4, & last semester of internship	Student reported progress in semesters at 2 nd and 3 rd assessments; reported feeling competent to counsel as a beginning professional counselor in the last semester of internship	n/a	Student reported no progress over the semesters; student reported not feeling prepared to counsel as a beginning professional counselor in the last semester of internship.